



# **Keresforth Primary School**

## **BEHAVIOUR POLICY**

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## **INTRODUCTION**

Children at Keresforth Primary School will be given the opportunities to become successful in acquiring values and attitudes conducive to the well being of the individuals, the school and the wider community.

Self-respect, open-mindedness, justice and fairness are the qualities which are fostered across the whole of the Primary curriculum.

This policy is related to the Safeguarding and Child Protection Policy which incorporates KCSIE.

Our reviewed behaviour policy will focus on the true meaning of our overarching school rule; 'to treat others as you wish to be treated yourself.'

Our policy is based on restorative practice. Children will be taught how to become self-reflective, responsible and accountable.

Good behaviour is fundamental to creating an environment conducive to learning. As a school we are committed to ensuring this is central to all we do.

### **AIM**

Our aim is to maintain a school which promotes and fosters an atmosphere of calm, purposeful activity: a place where individuals are cared for, valued and accepted in a supportive and secure setting.

School rules are designed for the safety and well being of everyone within the school community.

Maintaining good behaviour in school relies on: -

- Staff developing and maintaining good relationships with children and each other by showing and expecting respect; by encouraging children to be polite by setting good examples: by being approachable.
- Providing a consistent approach to behaviour management throughout school
- Ensuring all children and staff know what is expected of them
- Defining clearly what we consider to be unacceptable behaviour and the processes for dealing with this

### **Purpose**

- We set high expectations and clearly articulate expectations for behaviour.
- We promote accountability and responsibility. By emphasising the impact of their actions on others and providing opportunities for reflection and repair, children learn that behaviour has consequences. We believe in the power of learning from their mistakes and working towards personal growth and improvement.
- Restorative practice enables children to rebuild relationships and learn from their mistakes There is a focus on dialogue, understanding and empathy. This allows children to feel valued and supported.
- Children develop their ability to develop effective conflict resolution skills, useful throughout their school life and beyond.

## **Restorative Practice:**

Restorative approaches are based on four key elements:

- **RESPECT** – for everyone, by listening to other opinions and learning to value them
- **RESPONSIBILITY** – taking responsibility for our own actions
- **REPAIR** – developing the skills to identify solutions, repair harm and ensure unwanted behaviours are not repeated.
- **RE-INTEGRATION** – working through a structured process to solve the problem

Children will be asked four questions, allowing staff to gather information and aid finding a solution:

What happened?

How were you feeling?

What was the impact of your choice?

What can you do to make it right?

Some children may need ‘time out’ before being able to feel calm enough to have these conversations.

## **Differentiation within restorative practice:**

The use of restorative practice will be in line with each child’s age and level of understanding.

When working with EYFS children the focus will be on the initial stages of the restorative approach. Children will have time out to think about their behaviour before the teacher works on developing an understanding of feelings and how they are caused. Picture cards will be used when needed to explore feelings and develop empathy.

An area of the classroom will be created where the children can then go and be supported to regulate their own emotions – it may be by drawing, cuddling a soft toy, playing with a fidget toy or looking at an emotion story.

In KS1 children will have a ‘regulation station’ where they can go to have time out to regulate emotions before speaking about the incident. They may need a further few minutes in this area afterwards. A reflection sheet may be used to help structure the discussion.

In KS2 the regulation station will be within the classroom. No children will be sent outside of the class for self -regulation time. They may be asked to fill in a reflection sheet whilst waiting to speak to the teacher.

Throughout school, children with emotional needs and SEND will have access to visual prompts, cue cards and social stories to help them to develop their understanding of the importance of good behaviour.

## Levels of Behaviour

**All behaviour incidents are logged onto Cpoms and sent to SLT.**

Level 1 – low level behaviours – can be dealt with using the restorative approach by the member of staff who witnessed it

Level 2 – behaviour can be dealt with by the class teacher who will talk to the child and deal with it accordingly

Level 3 – behaviour to be reported to and dealt with by the behaviour lead, Parents will be informed at this stage

Level 4 behaviour to be dealt with by the headteacher. Parents will be informed and invited to a meeting.

Where level 1 and 2 behaviours are logged regularly, following 5 incidents this will be followed up by SLT.

Level	Behaviour examples	Consequence
1	<ul style="list-style-type: none"> <li>• Not completing work</li> <li>• Not following instructions</li> <li>• Not paying attention</li> <li>• Talking at inappropriate times</li> <li>• Not showing respect for adults and/or children</li> <li>• Not lining up properly</li> <li>• Teasing/taunting others</li> <li>• Unkind words used</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of expectations</li> <li>• Warning</li> <li>• Restorative conversation</li> <li>• Logical consequence</li> </ul>
2	<ul style="list-style-type: none"> <li>• Repetition of any low level behaviour</li> <li>• Disrespecting members of the school community – including online</li> <li>• Repeated physical or verbal abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of expectations</li> <li>• Warning</li> <li>• Restorative conversation</li> <li>• Logical consequence</li> </ul>
3	<ul style="list-style-type: none"> <li>• Repetition of behaviours in level 2</li> <li>• Fighting</li> <li>• Deliberately damaging property</li> </ul>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Restorative conversation</li> <li>• Conversation with behaviour lead</li> <li>• Parents informed</li> <li>• Possible removal from class – internal exclusion with SLT/breaktime detention</li> </ul>
4	<ul style="list-style-type: none"> <li>• Racist behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative</li> </ul>

	<ul style="list-style-type: none"> <li>• Serious or repeated intimidation</li> <li>• Ongoing serious online concerns</li> <li>• Physical assault</li> <li>• Theft</li> <li>• Bullying (see anti-bullying policy)</li> </ul>	<p>conversation with headteacher</p> <ul style="list-style-type: none"> <li>• Parents informed and invited in</li> <li>• Daily report book</li> <li>• Internal exclusion</li> <li>• Possible fixed term exclusion – following LA procedures.</li> </ul>
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### Lunchtime Rules

**In addition to the whole school rule, these rules will help our lunchtimes to be safe and happy.**

- Be kind to each other
- Use good manners
- Listen and follow instructions
- Keep noise to a minimum

We have a whole school lunchtime awards system where one class in each sitting is awarded a class token for showing they are following the lunchtime rules and behaving calmly and responsibly. The class with the most lunchtime awards each term will receive an award.

### Classroom Rules

- The children help to decide on the kind of things they want to see happen/not happen in their own classroom.
- They are also expected to take some responsibility for ensuring their success.
- Classroom rules may also deal with issues affecting day-to-day classroom arrangements and form the basis for good classroom management.

### School Council

Pupils have the opportunity to bring concerns to their representative and these can be discussed in a class setting initially with the expectation that some action will be taken.

### Anti-bullying

See separate policy

### Rewarding good/appropriate behaviour

Rewarding success is the most appropriate way of maintaining good behaviour and may encompass any or all of the following.

- Our Above and Beyond reward system
- Non-verbal and verbal gestures
- Written remarks appropriate for each child's work
- Rainbow system – EYFS and Yr 1
- Recognition of whole class behaviour and work
- Giving team points
- Prizes
- certificates

## Special mentions

- A weekly event, formally recorded on a chart, names displayed and presentation of sticker in special mentions assembly. This is for all achievements including behaviour. Good attendance is also recognised and rewarded in this assembly.

## Class Assemblies

A rota system of assemblies where classes have opportunities to share and celebrate their achievements, including behaviour and conduct.

## Team Points

The pupils are grouped into 4 teams and staff award points to individuals and a tally is kept in each class. The accrual of points is mentioned in assembly each week and a trophy with the appropriate team colour ribbons is displayed in the hall. The points can be to reward behaviour as well as other achievements.

Merit stickers are used for a variety of tasks, behaviour and conduct.

Certificates, stickers etc are also awarded by lunch time staff.

## Leavers Assembly

This is an end of year event to celebrate Y6 achievements during their time at KPS. There are a number of trophies awarded for achievement, including an Ambassador's award.

## Team Teach:

We have staff members who are trained in Team Teach. They are able to use strategies to help de-escalate conflict. These staff can physically move children if they are disrupting the learning or endangering the safety of others. If such techniques are required to be used, parents and SLT will be informed immediately.

## Online Behaviour:

Children are regularly reminded about what is acceptable in terms of behaviour online. Any incidents that are shared in school are always fully investigated and parents are informed.

## Monitoring:

- SLT will keep a track of any patterns in behaviour recorded in CPOMS.
- Small social and emotional groups will include identified pupils' records and assessments kept and acted upon.
- Pupils and parents are surveyed regularly regarding behaviour and the results are considered and acted upon.
- Ofsted judgements
- Comments from visits, visitors etc.



